



Visiting Committee Member Training – WASC/CDE

January - March 2010





Goals

- Roles/responsibilities
- FOL process and its relationship to accountability and ongoing school improvement
- FOL Joint Process criteria
- Importance of data
- Review school's evidence



Focus on Learning

Basic Concepts Addressed:

How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?





FOL: Self-Study Questions

- What is the ideal based upon?
- What currently exists and how effective is it?
- What and how will we modify?



Final Product: One Umbrella Plan



- Single Plan for Student Achievement
- Recommendations from State Audit
- Strategic Plan
- Technology Plan
- Staff Development Plan



Ongoing

- Data analysis leads to action which in turn leads to more data analysis.



WASC Six-Year Cycle

Year Six — Past Cycle: Completion of Self-Study/Visit

Year One: Progress Report, Updated Profile and Refinement of Action Plan

Year Two: Progress Report, Updated Profile and Refinement of Action Plan

Year Three: Mid-term Progress Report with Updated Profile (may include one day review) Refinement of Action Plan

Year Four: Progress Report, Updated Profile and Refinement of Action Plan

Year Five: Review of all Progress and Program Analysis (as part of next self-study)

Year Six: Completion of Self-Study, including resulting Action Plan and Visit



Value-Added Test

Schools add value by:

- Increasing what students know
- Increasing what students can do
- Improving how students feel
 - about themselves
 - about others
 - about learning



Preparing for the Visit

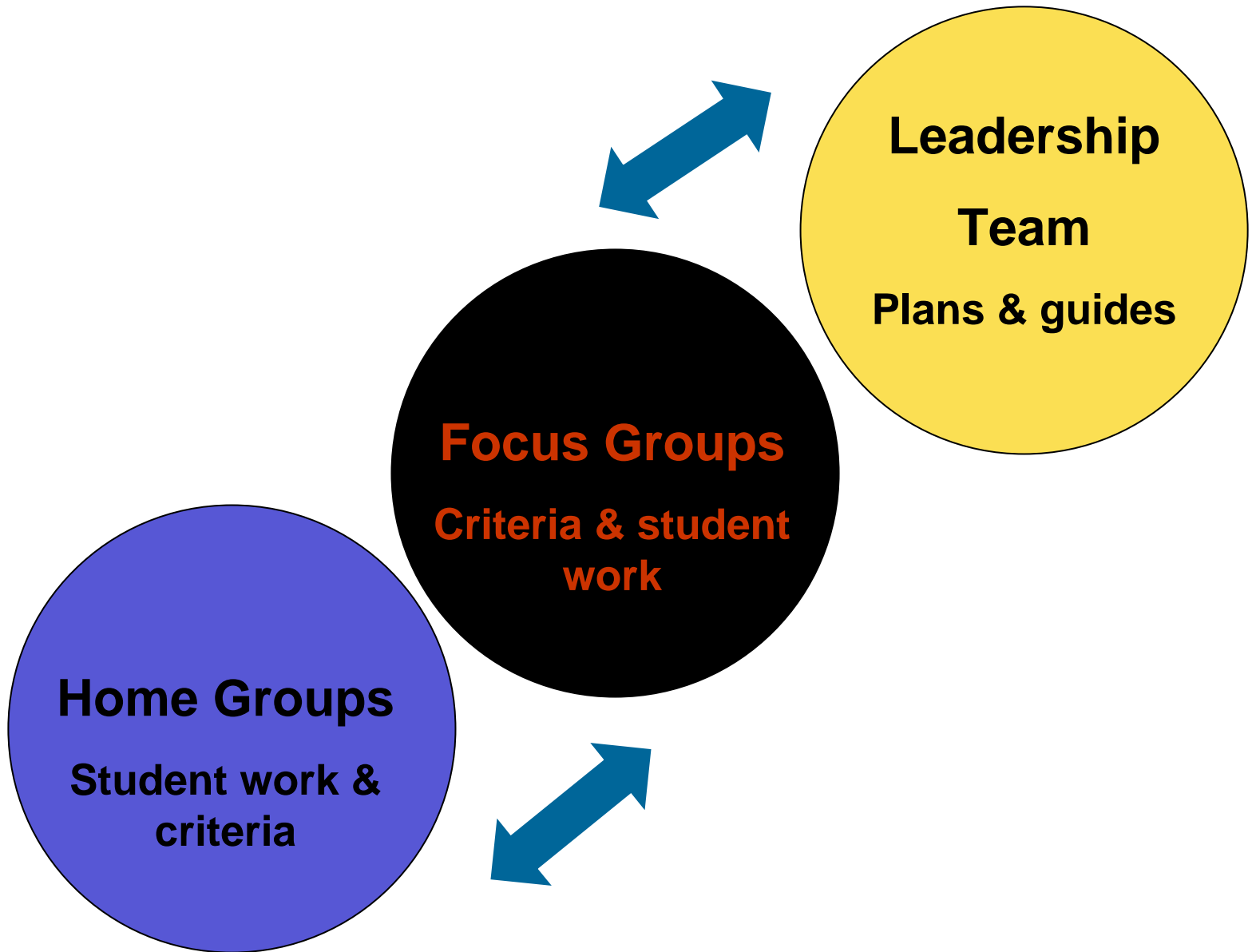




Outcomes or Parameters of Self-Study

1. Involvement and Participation

- Home groups
- Focus Groups
- Leadership Team





Outcomes or Parameters of Self-Study cont.

2. Clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results.
(schoolwide student goals)



Sample: Every student will be an effective communicator

Each student may demonstrate this by:

- Writing English clearly and proficiently
- Receiving information and constructing meaning through reading and listening skills
- Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals



Outcomes or Parameters of Self-Study cont.

3. Gathering and analyzing data about students and student achievement.
4. Assessment of school program and impact on students based on learning results, curricular standards, and WASC/CDE criteria



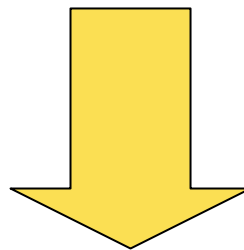
Self-Study Findings

Criteria Findings	Supporting Evidence



Findings

1. Areas to celebrate—yet maintain
2. Areas that need development and growth



Direct alignment with growth areas and strengths and action plan



Outcomes or Parameters of Self-Study cont.

5. Alignment of a long-range action plan to the school's areas of need; the implementation and monitoring of accomplishments



WASC Suggested Components: Each Action Plan Section

- Statement of area for improvement, including growth targets
- Brief statement of rationale
- Expected schoolwide learning results addressed
- Specific steps
- Timeline
- Person(s) responsible and involved
- Resources
- Ways of assessing progress
- Means to report progress to all school community members

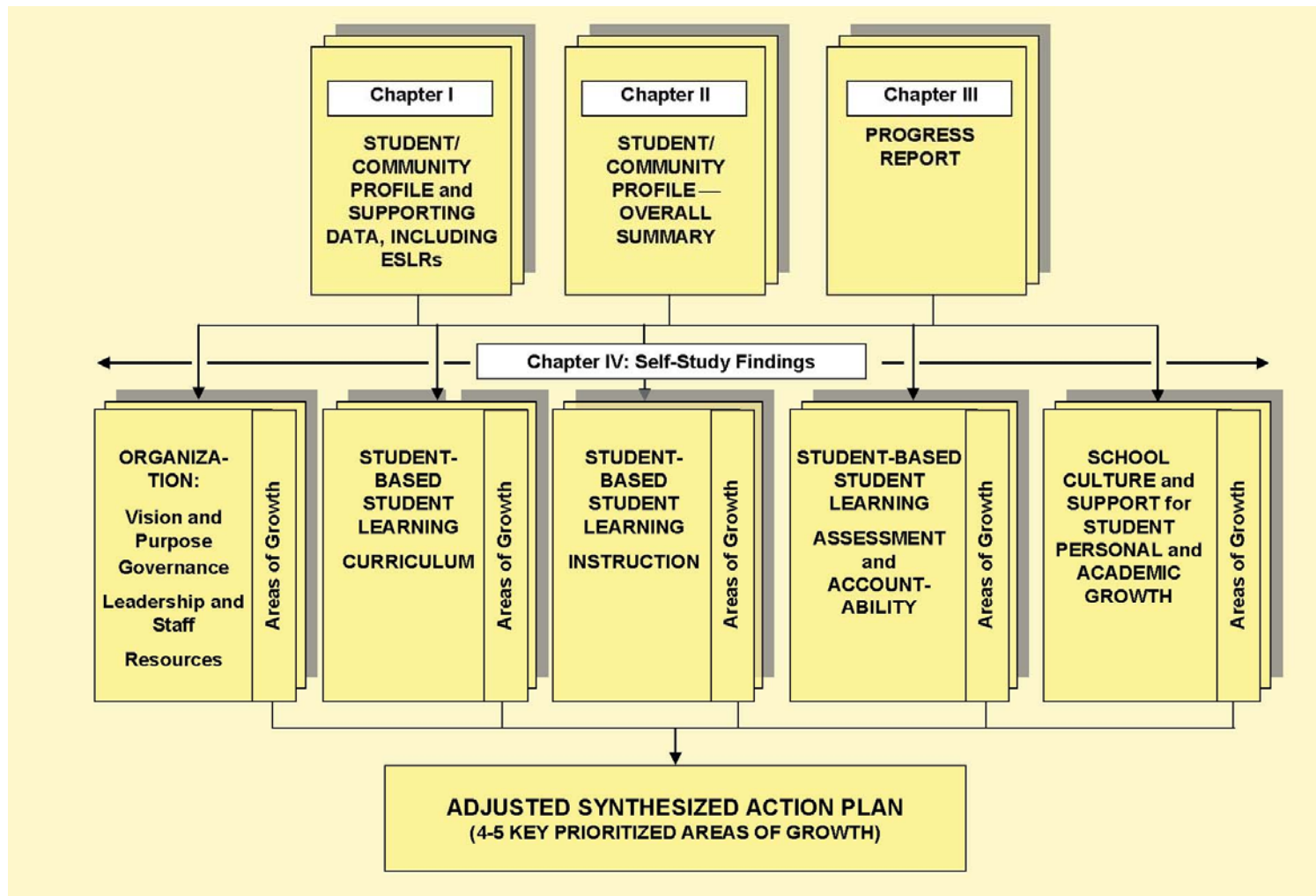


Self-Study Outcomes--Tasks

Most schools followed the suggested
4 Tasks suggested in self-study manual.
—see matrix on FOL, p. 35.



WASC/CDE School Self-Study for California Public Schools





Comparison of Report Formats (See diagram in folder.)

- Self-Study
- Visiting Committee



Card 1, Stage 1

- B. Review criteria, guide questions, rubrics and appropriate curricular references
- C. Read the School Report
- D. Compare the school's self-study findings to the concepts of the criteria
- E. Write questions about concerns, clarifications, and evidence to be pursued during the visit

Write tentative narrative statements for assigned sections of the VC Report



WASC-CDE Criteria Categories

- A. *Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources*
- B. Standards-based Student Learning: *Curriculum*
- C. Standards-based Student Learning: *Instruction*
- D. Standards-based Student Learning: *Assessment and Accountability*
- E. *School Culture and Support for Student Personal and Academic Growth*





WASC Criteria

As a Visiting Committee member:

- What are the key concepts of the WASC criteria?
- What critical data and information is needed to determine the degree to which the WASC criteria are met?

(Activity: Practice answering these questions for at least one criterion.)



Pre-reading and Writing





Examining Data

Use sample profile excerpts provided in folder.

- 1) Individually read the sample profile.
- 2) Discuss these questions as a total group
 - Who are the students?
 - What does the data tell you about achievement of all students?
 - What questions are raised by the data?



Activity

1. Review criteria, guide questions, suggested evidence, and indicators.
2. Read sample summary.
3. Compare self-study findings to concepts of the criteria connected to learning results and academic standards.
4. Was evidence analyzed representative of all students and connected to learning results?
5. Write notes/questions.
6. Practice writing a short paragraph summarizing findings for the sample summary.



VC Analysis of Focus Group Summary

Ask...

- Do the findings respond to what is being asked by the criteria guide question(s)?
- How did the evidence support ...
 - ❖ the findings?
 - ❖ the strengths:
 - ❖ the prioritized growth needs?
- Has the school gained insight about the degree to which learning is being supported?



Card 1, Stages II-III

Stage II: Initial VC Member Meeting

- A. Discuss School Report in relationship to criteria: perceptions, questions and concerns
- B. Review the tentative narrative statements
- C. Decide on the critical areas of focus for evidence analysis during the visit

Stage III: Synthesis Meeting (Night Meetings)

Discuss and synthesize with other VC members the following:

- 1. Key concepts of criteria
- 2. School Report
- 3. Findings during visit



Schedule

Sunday-Wednesday generally





Initial VC Meeting

- What have we learned from our pre-visit preparation about this school's self-study and student learning?



Focusing VC Work on Student Learning

How can the visiting committee focus its review and analysis of evidence through...

- Examining student work and other information
- Observing students and other aspects of the program
- Interviewing students and others



School Meetings and Dialogue: Questions and Techniques





Ideas for Meetings

- Start and end on time
- Build rapport
- Be sensitive
- Gather responses from all in group
- Watch nonverbal behavior
- Suspend assumptions
- Pace interaction
- Carefully select words
- Watch rate of speech, tone and volume
- Avoid “why” questions, if possible
- Listen more than you talk



Sample Discussion Starters

- Help us understand...
- Could you clarify...?
- We recognize that...
- We understand from the self-study that.... What led to this conclusion?
- Is this characteristic of?
- What factors contributed to these results?
- What elements of the student/ community profile are related to....?

See Reference Card 2



Sample Questions:

- What have you learned?
- What insights have you had since you prepared the summary?
- Talk about evidence that led to the conclusions made.
- What have you learned about student learning and success?
- What can you as a school do to improve learning for each and every student?

See Reference Card 2



Schoolwide Action Planning based on self-study findings....

Regularly link discussion to “next steps” as noted in proposed updated schoolwide action plan.

Sample Question:

Visualize what will be different for students....

- One year from now?
- Two years from now?
- Three years from now?



Initial Leadership Team Meeting

- How can we increase increase our understanding of the school's self-study findings and student learning through the initial dialogue with school leaders?



Focus Group Meetings

- Techniques
- Powerful questions about
 - Findings based on Criteria?
 - Schoolwide Student Goals (ESLRs)?
 - Academic standards?
 - Critical academic needs?
 - Evidence analyzed?
 - All students?
 - Alignment of findings to schoolwide action plan?



Activity Directions: Imagine that you are a VC at this high school. Extrapolate from what you have read in the excerpts.

- For the Focus Group to which you are assigned, decide what you need to learn. Develop a few questions and strategies for conducting the 1-1/2 to 2-hour Focus Group meeting. (See Reference Card 2)
- Chart the questions, if time.
- Assign a reporter to share the proposed strategies and questions for conducting the Focus Group meeting.



Other Meetings

- What should be addressed?
- Who will participate from the VC?
- What is the relationship between these and the Focus Group meetings?



WASC/CDE :

One Single Schoolwide Action Plan

- Harmony of Components

Single School Plan for Student
Achievement & WASC Requirements



Action Plan

- Organized around growth targets?
- Address learning needs of all students?
- Other initiatives included?
- Resources identified?
- VC suggestions integrated?
- Sound follow-up process?



Leadership Team/VC Activity

- Generate questions/issues for Leadership Team about plan. (see Reference Card 2, Side 2)
- Sample questions
 - Process used to determine growth areas addressed in plan?
 - To what degree do action plan sections align with prioritized growth areas?
 - Do sections address all students?
- Share questions with entire group.



VC Synthesis Meetings

- What should the VC include at these daily meetings based on key concepts of the criteria, the Self-Study, and findings during the visit?



Term Determination

- How can the VC ensure that the recommended accreditation term is aligned with the VC report?



Terms

- Six years: written progress report at end of three years
- Six Years with a review: written progress report plus one-day visit
- Three years: progress reports, three year two-day visit to extend term one year, three years or deny
- One or Two years: progress report, one-day visit to extend term up to three years or deny
- Denial: reasons detailed in Visiting Committee report



Accreditation Term Factors

1. Involvement and collaboration in doing self-study to accomplish the five parameters of self-study
2. Defining purpose/expected schoolwide learning results



Accreditation Term Factors cont.

3. Use of professionally acceptable assessment process to collect, disaggregate, and analyze student performance data
4. Acceptable student achievement based on expected schoolwide learning results, standards, institutional expectations



Accreditation Term Factors (cont.)

Degree of effectiveness in meeting the WASC criteria to support high achievement for all students...

5. Organization: Purpose, Governance, Leadership and Staff, Resources
6. Curriculum
7. Instruction
8. Assessment and Accountability
9. School Culture and Support for Student Personal and Academic growth



Accreditation Term Factors (cont.)

10. Alignment of action plan to school's areas of greatest need to support high achievement of all students

11. Capacity to implement and monitor the schoolwide action plan

12. Use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement



ALIGNMENT VC REPORT, DOC/JUST, RATINGS

- Use strategies and techniques to ensure alignment of the documentation /justification statement sections with the ratings and the contents of the visiting committee report.



How can I prepare?

- What are my priorities?
- What are the critical elements for a successful visit?
- Specifically, what are the non-negotiables of a successful WASC visit?